## Budget

**U.S.A.S. Fund #:**

*Oakwood City (044586) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (310)*

### Object Code

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<th>Purpose Code</th>
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**Adjusted Allocation:** 0.00

**Remaining:** -835,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Oakwood Differentiated Compensation

2. Executive summary: Please limit your responses to no more than three sentences.
   The Oakwood Schools have already implemented a ground-breaking Differentiated Compensation Plan, though in the early stages, for every employee in the district, eliminating all salary schedules. This grant would allow the resources to expand the program in order to accomplish more, improve student achievement, and make it more accessible and innovative that other districts in the State of Ohio will emulate.

   This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

2106 3. Total Students Impacted:
   This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:
   - Pre-K Special Education
   - Kindergarten
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - 11
   - 12

5. Lead applicant primary contact: - Provide the following information:
   First Name, last Name of contact for lead applicant
   Dr. Kyle Ramey, Superintendent
   Organizational name of lead applicant
   Oakwood City School District
   Address of lead applicant
   20 Rubicon Road, Dayton, Ohio 45409
   Phone Number of lead applicant
   937-297-5332
   Email Address of lead applicant
   ramey.kyle@oakwoodschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below
   Yes
   No
   If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.
   Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
   Yes
If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The goal of Oakwood’s Differentiated Compensation Plan (COMPASS) is to demonstrate the District's commitment to student learning by eliminating the system of automatic step increases based solely on experience and replace it with a system that bases salary increases on documented student and teacher performance that results in improved, enhanced, learning experiences for all students producing optimal levels of achievement for each student. The objectives of our COMPASS plan are: -Eliminate Automatic Step Increases by tying salary increases to performance and achievement, and also document the actions/results upon which salaries are based. -Enhance Student Learning experiences for all students resulting in optimal student achievement, by examining and engaging in technical practice that is characteristic of effective/highly effective teaching. The Oakwood Schools implemented their COMPASS plan for all employees in May 2013 and pay increases were given out for the 2013-14 school year based upon that innovative plan. A complete and in-depth multi-page description and history of this is available at http://www.oakwood.k12.oh.us/ocsddcp.pdf.

The proposed innovation and how it relates to solving the problem or improving on the current state.

This grant would help that plan in two ways. The first would be money utilized for the investigation and creation of additional and innovative ways to compensate employees. These building blocks were studied in a very limited fashion initially, but focus quickly turned to a more methodical way

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

- Spender reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

- Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

- Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and...
10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

- * Enter a project budget in CCIP (by clicking the link below)
- * Enter Budget
- * If applicable, upload the Consortium Budget Worksheet (by clicking the link below)
- * Upload the Financial Impact Table (by clicking the link below)
- * Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service centers, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

835,000.00 State the total project cost.

- * Provide a brief narrative explanation of the overall budget.

$120,000: teacher training and collaboration time on the development and creation of the proposed building blocks or compensation enhancements. $260,000: One time $1,000 leadership payment to every employee of the Oakwood Schools for the implementation and continuation of the Oakwood Differentiated Compensation (COMPASS) Plan. $100,000: Monies to be used for Professional Development to make teachers even more effective in the classroom. $355,000: Monies to be used to fund the proposed enhancements (additional building blocks) of the existing Differentiated Compensation Plan.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

- Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.
achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

### D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided in your Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

178,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

The implementation of this grant will result in significant savings over our 5 year forecast. This is forecasted as the possibility of increasing class sizes in key areas due to a stronger teacher workforce, resulting in possible elimination of two full time teaching positions. The cost savings are broken out in terms of salaries of two veteran teachers and the associated benefits. Current employees would not be eliminated, but two retirements of existing staff would not be replaced.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

This Differentiated Compensation Plan has already proven to be sustainable. The original premise of revenue neutral has been accomplished with the monies shifted from the traditional compensation plan of step increases and increases in the base salary to the new plan, with great results. Savings could result if employees did not complete certain portions of the plan on a regular basis, such as the self-reflection component. For budgeting purposes, it was forecasted that all employees would attain the highest level, but the reality of not everyone achieving that goal also resulted in some slight savings over the forecasted model.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

We do not expect any additional expense as a result of implementing our project. Any additional costs, due to long-term enhancements, would be factored in when calculating the amount available for raises and total compensation available to employees. This would be after the initial contract that we are currently in, which is what the grant money would pay for. One of the guiding principles in the initial development of the differentiated compensation plan was the sustainability of the model and the realignment of funds for raises to be for results and growth of employees. We have already proven that it is sustainable with its initial implementation in May 2013.
17. Planning - Activities prior to the grant implementation

* Date Range: August 2014 to September 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Upon notification of award of the grant, the following would occur: - August 2014 - Key study committees would be created/reactivated to look at/visit compensation building blocks. Members would include administrators and key teachers. Once areas are identified, study sub-committees would be created. The $120,000 would be spent on teacher training and collaboration time on the development and creation of the proposed building blocks or compensation enhancements. This would occur August 1014 to July 2015. - September 2014 - The Oakwood Schools Professional Development Committee would be notified of the additional funds available and would prioritize the use of those funds to benefit learning and classroom instruction.

* Anticipated barriers to successful completion of the planning phase

No barriers are anticipated for the planning phase.

18. Implementation - Process to achieve project goals

* Date Range: January 2015 to June 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

After 5 months of study, in January 2015, the Oakwood Board of Education and the Oakwood Teachers Association would formally agree on additional building blocks for differentiated compensation to be implemented for Fiscal Year 2016. The $355,000 from the grant would be used to pay for differentiated compensation for FY 2015. District funds earmarked for FY 2015 Differentiated Compensation would then be available to fund the additional building blocks for fiscal years 2016, 2017, 2018, 2019, and 2020. Savings from reduction of teachers could fund additional years. After formal adoption of the new components for Differentiated Compensation, the one time $1,000 leadership payment to every employee of the Oakwood Schools for the implementation and continuation of the Oakwood Differentiated Compensation (COMPASS) Plan would occur in February 2015. The $100,000 would be used for Professional Development, during the period of August 2014 to July 2015 resulting in more effective teachers in every classroom. This is an important aspect of the grant because most Professional Development funds of the Oakwood Schools for the period of July 2010 to May 2013 were used for Professional Development as it related to Differentiated Compensation and various salary models.

* Anticipated barriers to successful completion of the implementation phase.

No barriers are anticipated in the implementation of this project. Employees could be tired of the continued study of Differentiated Compensation since it has been engulfing their professional lives since 2010. Thus, the leadership payment and additional professional development opportunities would be additional incentives to do further work on this and improve the existing compensation model.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range: July 1, 2013 to June 30, 2020

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Evaluation of the first part of the Oakwood Schools Differentiated Compensation Plan (COMPASS) has been ongoing since its implementation in May 2013. Results were tabulated for salary increases effective July 1, 2013. New evaluations under the new model are being completed right now, and those results will be compared to previous results. The Oakwood Schools would enter into this new grant with two years of data on the effectiveness of Differentiated Compensation. We have already seen marked results in individual teachers, across a variety of years of experience, who credit the new evaluation and compensation model reinforcing good teaching practices that they may have forgot or ones that they did not embrace. Student achievement results would also be evaluated and compared to previous results. Evaluation for the new building blocks for compensation would begin immediately gauged by the number of teachers who initially participate in them, and then at the end of each consecutive year for salary purposes. Evaluation would be done by the Oakwood Schools administration and also independently by the Oakwood Teachers Association for effectiveness. If necessary, outside evaluation would also be considered, possibly by education professionals from the University of Dayton or Wright State University.

* Anticipated barriers to successful completion of the summative evaluation phase.

No barriers are anticipated.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

With the introduction of Differentiated Compensation in Oakwood Schools in 2013, we saw dramatic changes in the professional practices and instruction of teachers and all employees. No longer would raises be automatic, but they were now dependent upon performance, evaluation, and instruction. Veteran teachers changed the way they taught to incorporate best instructional practices and were evaluated and compensated based upon their effective use of those practices. Newer teachers realize that they must improve quicker to get raises as opposed to the old standard salary schedule model. Student achievement now has direct meaning to the instructors. Teachers that cannot or will not improve, will not benefit financially the same as those that are accomplished or improving. Teachers must now reflect on their profession's best practices and incorporate them in their daily routine.
### E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

**Please enter your response below.**

Throughout the planning process, our team studied and continues to study the literature on alternative compensation, which includes but is not limited to: "Alternative Compensation Models and Our Members (NEA Publication)? Appendices to Alternative Compensation Models and Our Members (NEA Publication)? Implementation Checklist (Center for Educator Compensation Reform [CECR])? Engaging Stakeholder in Teacher Pay Reform (Emerging Issues Report No. 1, October 2009, CECR)? Alternative Compensation Terminology (Emerging Issues Report No. 2, October 2009, CECR)? Research Synthesis: General Compensation Questions (Center for Educator Compensation Reform [CECR])? Observations of Teachers' Classroom Performance (Center for Educator Compensation Reform [CECR])? Strategic Compensation in Education: Reflections and Results (Battelle for Kids)? Performance-Based Compensation: Design and Implementation at Six Teacher Incentive Fund Sites (GATES Foundation and The Joyce Foundation)? Vandalia Butler Performance Pay Timeline & History? Executive Summary of the Performance-Pay for Teachers Report (Center for Teaching Quality)? Teacher Compensation Based on Teacher Effectiveness: The Harrison Report (Thomas B. Fordham Institute)

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

**The evaluation of the project will be undertaken by the district's administrative cabinet consisting of the district's treasurer, director of personnel, director of curriculum, director of special education, technology coordinator, principals, and headed by the superintendent. This will be done with consultation and input from the Oakwood Teachers Association and employees. Short-term goals would include the development of compensation building blocks to the existing Differentiated Compensation Plan within the time from of August 2014 to January 2015, with implementation to begin in February 2015. Another short-term goal would be achieved in the fall of 2014 with increased professional development for teachers. Instructional professional development was decreased in the past three years as we studied multiple Differentiated Compensation models across the industry. With payment of the leadership monies to each employee in the fall of 2014, increased buy-in of the program would be achieved and the likelihood of existing staff positively presenting to other schools districts and teachers' associations around the state would increase. Long-term goals include increased teacher and student performance through the evaluation of multiple years of data from the Differentiated Compensation Plan. We have already seen some great results in the first eleven months of implementation, with increased teacher motivation, more thorough, meaningful evaluations, and teachers working to correct deficiencies. We also expect to see an increase in student performance across multiple years, and multiple quantitative assessments. Reaction from our stakeholders of the community and parents was excellent upon initial implementation of the Differentiated Compensation Plan, and helped to show our accountability for the resources that they provide to us. After implementation of the plan in May 2013, the district voters overwhelmingly approved a new operating levy in November 2013.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

**Student Achievement Teacher Retention Test Scores**

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

If we are unable to see increased student achievement, fidelity will be closely examined and modifications to the project will occur.

Modifications could include a broader spectrum of salary increases available or the inclusion of student data in the process. An increase or decrease in the number of evaluations or re-evaluations or benchmarks is possible. Surveys will be sent to stakeholders to examine the project as well.

23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

**Please enter your response below.**

The lasting value and impact of this project will be seen in increased student learning resulting from acquiring and retaining the best teachers and providing them with embedded professional development. This ground breaking compensation plan rewards teachers that are meeting the learning needs of our students and provides all teachers with the incentive to increase their capacity to teach. This disruptive positive change will be packaged and accessible to other districts in Ohio with the potential for long lasting budget savings and increased
24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

* Student Achievement
Higher student achievement should be easier to accomplish with the best and most effective teachers leading them. After two more years of differentiated compensation, student achievement will be measured by comparison of benchmark test scores before implementation with those after, at all instructional levels. Retention levels of staffing will also be evaluated to see if goals in staffing are achieved. Data will be utilized to see a growth in teacher effectiveness versus the benchmark years previous.

* Spending Reduction in the five-year fiscal forecast
We will also use benchmarks to measure our financial success. In terms of spending reductions for the five-year forecast, it is projected to decrease general fund spending with the reduction of two teacher's salaries and benefits. Savings to the Oakwood City School District's five-year forecast would be a total of $943,026 over five years. At the conclusion of each year we plan to evaluate realized cost savings by comparing it to the expected savings to determine our success in this area.

* Utilization of a greater share of resources in the classroom
Improved Teacher performance with pay increases tied to evaluation and performance.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

25. Is this project able to be replicated in other districts in Ohio?

☐ Yes
☐ No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response
With preparation and discussion similar to the planning process that Oakwood Schools has done, this Differentiated Compensation plan could easily be replicated by other districts throughout the State of Ohio that want to tie all compensation to evaluation and performance, and improve student achievement and financial accountability. Some other districts around the state are currently studying its components for implementation in their district. The Oakwood Schools have already made presentations to Battelle Institute for Kids, the Ohio Department of Education, and other public school districts across the state that are interested in an effective model of differentiated compensation.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree
### Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
No partners added yet. Please add a new partner by using the form below.
<table>
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<th>First Name</th>
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<tbody>
<tr>
<td>Kyle</td>
<td>Ramey</td>
<td>Superintendent, Oakwood Schools</td>
<td>Dr. Kyle Ramey has been the Superintendent of the Oakwood Schools since July 2013. He has 25 years of education experience and previously served in a variety of positions with the Kettering City Schools, including Director of Instructional Services, Director of Human Resources, Principal of Kettering Middle School, and Unit Principal of Kettering Fairmont High School. Dr. Ramey holds a doctorate in Educational Leadership and is an adjunct professor at the University of Dayton for graduate classes in Educational Administration. He has also taught similar courses for Wright State University. While at Oakwood Schools, Dr. Ramey has been successful in the implementation and ongoing evaluation of the Oakwood Differentiated Compensation Plan.</td>
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<td>Kevin</td>
<td>Philo</td>
<td>Treasurer/CFO, Oakwood Schools</td>
<td>Kevin Philo has been the Treasurer/CFO of the Oakwood Schools for almost 20 years, since October 1994, and previously served as the Treasurer/CFO of the Fremont City Schools and Howland Local Schools, and as Assistant Auditor for the State of Ohio. He played a key role in the initial development, implementation, and financial sustainability of the Oakwood Differentiated Compensation Plan. In his 27 years of government experience, Mr. Philo has received numerous awards for Financial Accounting from the Association of School Business Officials (ASBO) and the Government Finance Officers Association (GFOA). He has also lectured at the University of Dayton and Wright State University.</td>
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<td>Jay</td>
<td>Lane</td>
<td>Oakwood Teachers Association President</td>
<td>Oakwood Teachers Association President Jay Lane has been a teacher for 22 years, the last 15 years as a High School Math Teacher at Oakwood. He has been the Oakwood Teachers Association President for the past three years, was very instrumental in the initial development and implementation of the Oakwood Differentiated Compensation Plan, and is widely respected by his peers.</td>
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